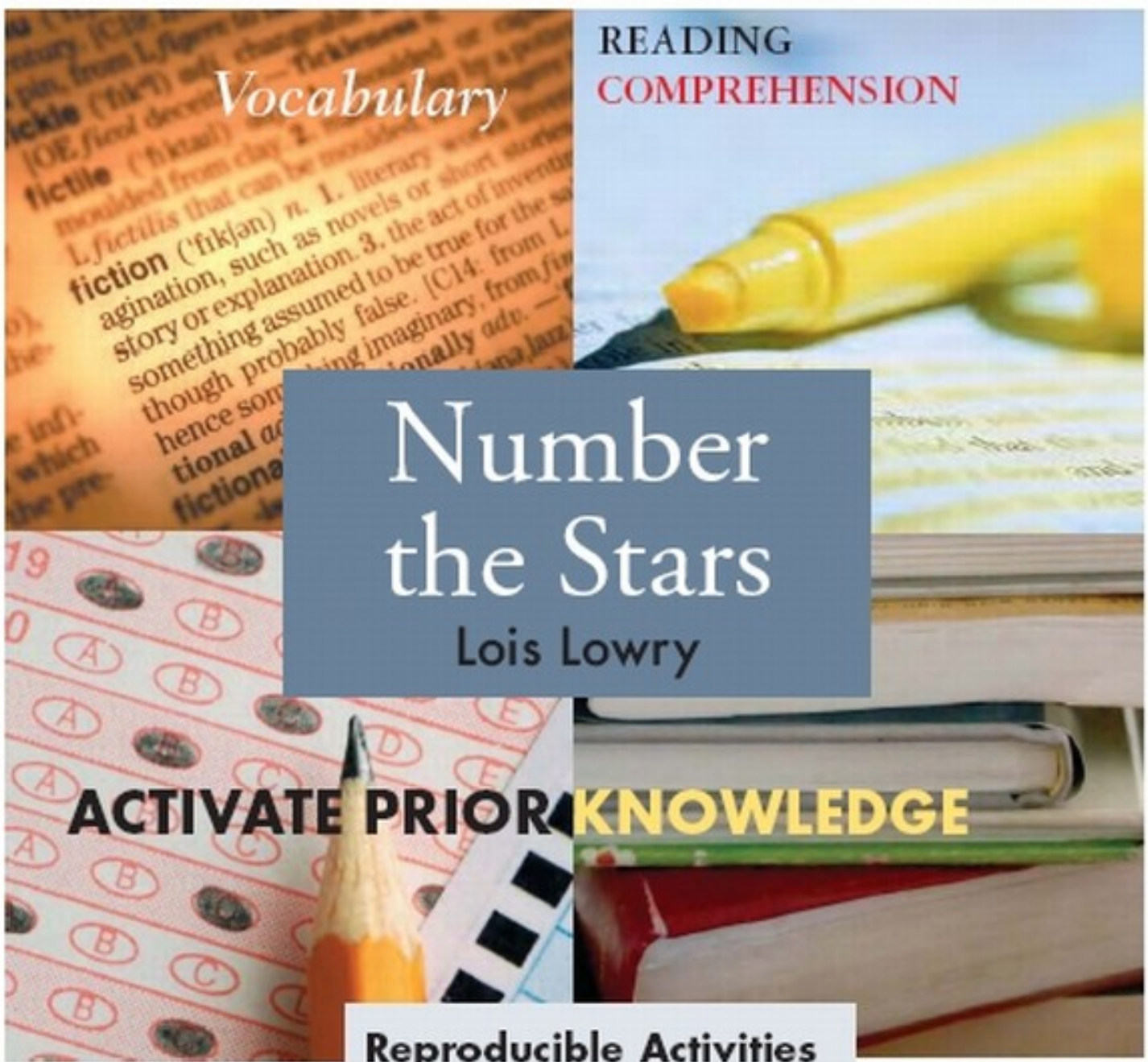


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Number the Stars

Lois Lowry

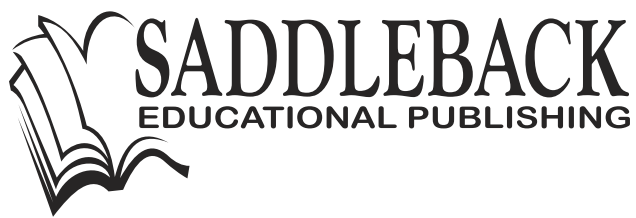
ACTIVATE PRIOR KNOWLEDGE

Reproducible Activities

Focus **ON READING**

*Number
the Stars*

LISA FRENCH



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Introduction/Classroom Management

WELCOME TO *FOCUS ON READING*

Focus on Reading literature study guides are designed to help all students comprehend and analyze their reading. Many teachers have grappled with the question of how to make quality literature accessible to all students. Students who are already avid readers of quality literature are motivated to read and are familiar with prereading and reading strategies. However, struggling readers frequently lack basic reading skills and are not equipped with the prior knowledge and reading strategies to thoroughly engage in the classroom literature experience.

Focus on Reading is designed to make teachers' and students' lives easier! How? By providing materials that allow all students to take part in reading quality literature. Each *Focus on Reading* study guide contains activities that focus on vocabulary and comprehension skills that students need to get the most from their reading. In addition, each section within the guide contains a before-reading **Focus Your Reading** page containing tools to ensure success: **Vocabulary Words to Know**, **Things to Know**, and **Questions to Think About**. These study aids will help students who may not have the prior knowledge they need to truly comprehend the reading.

USING *FOCUS ON READING*

Focus on Reading is designed to make it easy for you to meet the individual needs of students who require additional reading skills support. Each *Focus on Reading* study guide contains teacher and student support materials, reproducible student activity sheets, an end-of-book test, and an answer key.

- **Focus on the Book**, a convenient reference section for the teacher, provides a brief overview of the entire book including a synopsis, information about the setting, author data, and historical background.
- **Focus Your Knowledge**, a reference page for students, is a whole-book, prereading activity designed to activate prior knowledge and immerse students in the topic.

The study guide divides the novel into 6 manageable sections to make it easy to plan classroom time. Five activities are devoted to each section of the novel.

Before Reading

- **Focus Your Reading** consists of 3 prereading sections:

Vocabulary Words to Know lists and defines 10 vocabulary words students will encounter in their reading. Students will not have to interrupt their reading to look up, ask for, or spend a lot of time figuring out the meaning of unfamiliar words. These words are later studied in-depth within the lesson.

Things to Know identifies terms or concepts that are integral to the reading but that may not be familiar to today's students. This section is intended to "level the playing field" for those students who may not have much prior knowledge about the time period, culture, or theme of the book. It also gets students involved with the book, increasing interest before they begin reading.

Questions to Think About helps students focus on the main ideas and important details they should be looking for as they read. This activity helps give students a *purpose* for reading. The goal of these guiding questions is to build knowledge, confidence, and comfort with the topics in the reading.

During Reading

- **Build Your Vocabulary** presents the 10 unit focus words in the exact context of the book. Students are then asked to write their own definitions and sentences for the words.
- **Check Your Understanding: Multiple Choice** offers 10 multiple-choice, literal comprehension questions for each section.
- **Check Your Understanding: Short Answer** contains 10 short-answer questions based on the reading.

After Reading

- **Deepen Your Understanding** is a writing activity that extends appreciation and analysis of the book. This activity focuses on critical-thinking skills and literary analysis.
- **End-of-Book Test** contains 20 multiple-choice items covering the book. These items ask questions that require students to synthesize the information in the book and make inferences in their answers.

CLASSROOM MANAGEMENT

Focus on Reading is very flexible. It can be used by the whole class, by small groups, or by individuals. Each study guide divides the novel into 6 manageable units of study.

This literature comprehension program is simple to use. Just photocopy the lessons and distribute them at the appropriate time as students read the novel.

You may want to reproduce and discuss the **Focus Your Knowledge** page before distributing the paperbacks. This page develops and activates prior knowledge to ensure that students have a grounding in the book before beginning reading. After reading this whole-book prereading page, students are ready to dive into the book.

The **Focus Your Reading** prereading activities are the keystone of this program. They prepare students for what they are going to read, providing focus for the complex task of reading. These pages should be distributed before students actually begin reading the corresponding section of the novel. There are no questions to be answered on these pages; these are for reference and support during reading. Students may choose to take notes on these pages as they read. This will also give students a study tool for review before the **End-of-Book Test**.

The **Focus Your Reading** pages also provide an excellent bridge to home. Parents, mentors, tutors, or

other involved adults can review vocabulary words with students, offer their own insights about the historical and cultural background outlined, and become familiar with the ideas students will be reading about. This can help families talk to students in a meaningful way about their reading, and it gives the adults something concrete to ask about to be sure that students are reading and understanding.

The **Build Your Vocabulary** and **Check Your Understanding: Multiple Choice** and **Short Answer** activities should be distributed when students begin reading the corresponding section of the novel. These literature guide pages are intended to help students comprehend and retain what they read; they should be available for students to refer to at any time during the reading.

Deepen Your Understanding is an optional extension activity that goes beyond literal questions about the book, asking students for their own ideas and opinions—and the reasons behind them. These postreading activities generally focus on literary analysis.

As reflected in its title, the **End-of-Book Test** is a postreading comprehension test to be completed after the entire novel has been read.

For your convenience, a clear **Answer Key** simplifies the scoring process.

Focus on the Book

Synopsis

Number the Stars opens with ten-year-old Annemarie Johansen and her best friend, Ellen Rosen, walking home from their Copenhagen school on a September afternoon. Kirsti, Annemarie's five-year-old sister, tags along behind. As the girls begin to race down a street in their pleasant, middle-class neighborhood, they are suddenly stopped by a Nazi soldier who is stationed on a street corner. Although the Johansens and the Rosens, like all of their fellow citizens, have been forced to put up with many inconveniences and shortages because of the German occupation of World War II, this action by the soldier in the street is the first that directly affects Annemarie's life. It will prove to be the first in a series of ever-more-threatening incursions made by the Nazis into the everyday lives of both the Johansen and Rosen families.

The girls immediately report the incident to their mothers, who are not only close friends but also close neighbors—both families live in the same apartment building in Copenhagen. Mrs. Rosen urges the girls to vary their routes home from school, and to do everything else possible to avoid attracting the attention of the soldiers.

The next chapter reveals that the Johansen family is struggling with their grief over the death of Lise, their eighteen-year-old daughter and sister who was killed in a car accident three years earlier. Peter Neilsen, Lise's former fiancé, is also introduced. Peter's activities are shrouded in mystery; when he comes to visit, he usually comes at night, after curfew. His quiet conversations with her parents seem "secret" to Annemarie.

It is Peter, in the next chapter, who is able to explain why the button shop of the Johansens' neighbor, Mrs. Hirsch, is suddenly shut: The Germans have ordered the closing of most Jewish shops in the city. When Annemarie realizes that the Rosens, their dear friends, are also Jewish, she declares to her father that "all of Denmark must be the bodyguard for the Jews," just as the nation has always been for their beloved king, Christian X.

Tension and plot developments escalate from this point on. At their synagogue on the Jewish New Year, at the end of September, the Rosens learn that Nazis have taken the lists of all congregation members. There are rumors of arrests and "relocation" for Denmark's Jewish

citizens. Just hours later, Mr. and Mrs. Rosen leave the city to go into hiding. Ellen remains behind as "Lise," the Johansens' third daughter. That very night, German soldiers storm into the Johansens' apartment to search for the Rosens. In the nick of time, Annemarie yanks Ellen's gold Star of David necklace from her neck and hides it. Although the soldiers seem to accept Mr. Johansen's statement that dark-haired Ellen is, in fact, his daughter, it is clear that Ellen is no longer safe in Copenhagen.

The next morning, Mrs. Johansen hurries all three girls by train to Gilleje, the fishing town at the northern tip of the country, which was her childhood home and is where her bachelor brother, Henrik, lives. Henrik, a fishing boat captain, is also a member of the Danish Resistance—as it turns out, so is Peter Neilsen. Together, the two men arrange for Ellen, her parents, and numerous other unnamed Danish Jews to make an escape by fishing boat to Sweden, just across the narrow body of water known at the Kattegat. Annemarie's own heroic actions make their escape possible.

The story closes nearly two years later, as Annemarie and her family rejoice that the war is over and await the return of the Rosens from Sweden. Like many other Danish citizens, the Johansens have kept the Rosens' apartment in perfect order during their absence. In the intervening two years, Peter Neilsen has been caught and executed; his body now lies in an unmarked grave in another city. Annemarie has also learned that Lise, her older sister, was in the Resistance along with Peter. Her father has disclosed that Lise was run down by a Nazi car in the street five years ago. As the story ends, Annemarie pulls Ellen's necklace out of its hiding place—the pocket of Lise's yellow dress, inside her trunk. She says that she will wear the necklace until Ellen comes home to claim it herself.

About the Author

Lois Lowry was born in Hawaii in 1937. Her father was a dentist in the army, so the family moved many times during her youth. Lois, the middle of three children, describes herself as "a solitary child who lived in the world of books and my own vivid imagination."

After attending Brown University for two years, Lowry dropped out of college at age nineteen to marry a naval officer. By the time her husband had left the

(continued)

Focus on the Book (continued)

service to attend law school, they had four children under the age of five. The family then moved to Maine, where Lowry went back to college. Ultimately, she received both bachelor's and master's degrees there. It was in Maine—where she still owns a Revolutionary-era retreat—that Lowry began to write.

Lowry and her husband divorced in 1977. She moved to Cambridge, Massachusetts, where she continues to spend most of her time. Since her first novel, *A Summer to Die*, was published in 1977, Lowry has written more than twenty books for children and young adults. She has won two Newbery Medals, one for *Number the Stars* (1990) and one for *The Giver* (1994). In her writing, Lowry says, she tries to convey her “passionate awareness that we live intertwined on this planet and that our future depends upon our caring more, and doing more, for one another.”

Historical Background

When Denmark was first invaded on April 9, 1940, the government surrendered immediately in order to preserve the peace—and to spare the lives of all of its citizens, including Denmark's approximately 7,800 Jews. Hitler wanted to maintain a cordial relationship with Denmark—the home of people whom he considered “perfect Aryans”—so that Germany could keep transportation routes open and could continue to import the plentiful Danish fish and produce. Therefore, the Nazi government initially agreed to allow Danish citizens, including those who were Jewish, to maintain their relative freedom.

In the summer of 1943, however, as Hitler's forces suffered some setbacks, Danish Resistance fighters increased their acts of sabotage. This angered the

Germans and rekindled their desire to “relocate” Denmark's Jewish population. The Danish government was forced to resign, and martial law was instated. S.S. troops were sent into Denmark to apply the “final solution” that fall. Luckily, the German ambassador to Denmark warned George Duckowits (spelled Duckwitz in the Afterword of this novel), the director of German shipping in Denmark, about the planned deportation. On September 28, 1943, Duckowits repeated this information at a meeting with some prominent Danish politicians. Using Danish secret police cars, these men drove to Jewish homes throughout Copenhagen, warning families about the plan and asking them to spread the word. The next day, they announced the Nazis' plan at Jewish schools. Danish Jews were advised to flee, not just to hide at home. Two days later, when Gestapo agents raided homes on Rosh Hashanah night, they found almost no Jewish citizens at home.

It took nearly one month for about 7,000 of Denmark's Jews—helped by many, many kind strangers—to emigrate to Sweden across the water. In all, 95 percent of the Jewish population of Denmark escaped unharmed. Unfortunately, about 500 Jews were captured and sent to Theresienstadt, an internment camp about 90 miles north of Prague, Czechoslovakia, where 50 of them died. Throughout the war, the Danish Red Cross and government officials were vigilant in trying to monitor events at the camp and to free those who were imprisoned. Until the war was over, when many of Denmark's Jews returned home, their fellow citizens kept their houses and apartments in perfect order. In no other occupied country during World War II did such a nationwide effort to spare Jewish citizens occur.

Focus Your Knowledge

- In an atlas or on a wall map of the world, locate Denmark. What do you notice about this country?
- How might the geography of Denmark affect communication and transportation between it and other countries? How might geography affect how people in Denmark make their livings?
- Now find Sweden. Where is it located in relation to Denmark? At what geographical point, or points, do the two countries come closest together?
- Next, find Germany. What countries lie between Germany and Denmark?
- Review what you know about World War II. What was Germany's role in the war? What were the roles of other European nations?
- Think about Europe as a whole. How does Europe compare—in size, in political structure, and in cultural diversity—with the United States or Canada? How do you think these differences may have affected events during World War II?

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

lanky—tall, thin, and slightly awkward

residential—relating to an area where people live

contempt—extreme lack of respect

defiantly—in a bold and challenging manner

obstinate—very stubborn

incident—something that happens; an occurrence

reassured—made someone feel confident again

sabotage—action taken to destroy property and make war more difficult for the enemy

dawdled—moved slowly; wasted time

rationed—handed out in small, equal amounts

Things to Know

Here is some background information about this section of the book.

The **Nazi occupation** of Denmark began on April 9, 1940, with a German invasion. One hour later, Germany invaded Norway as well. The king of Denmark surrendered immediately, knowing that his country did not stand a chance against the Nazi war machine.

The **Danish Resistance** movement began as soon as the Nazi occupation began. Over the course of the war, approximately 3,000 Resistance fighters—both men and women—were killed.

The **kroner** is the primary unit of Danish money. (Today one U.S. dollar equals just under six kroner.)

The **swastika**, an ancient symbol that often represented good luck, has been found in the art of many civilizations around the world. Hitler adapted (and corrupted) the swastika design in the early 1920s as a symbol of his National Socialist Party, or the Nazis. He reportedly chose the design because of its links to the ancient Aryans, a “pure” race of people from Iran and northern India.

A **trousseau** is a collection of special clothes and household linens a bride brings to her new marriage.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. In what ways are Annemarie and Ellen similar? In what ways are they different?
2. How do the descriptions of the German soldiers differ from descriptions of other characters in the novel?
3. How is the German occupation affecting life in Annemarie's neighborhood, city, and country as a whole?
4. What kind of relationship do the Johansens and the Rosens have? What importance do you think this will have as the story progresses?
5. What does Peter do? What role does he play in Annemarie's family?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “She was a stocky ten-year-old, unlike **lanky** Annemarie.”
lanky: _____
2. “‘Go!’ shouted Annemarie, and the two girls were off, racing along the **residential** sidewalk.”
residential: _____
3. “Three years, Annemarie thought with **contempt**. Three years they’ve been in our country, and still they can’t speak our language.”
contempt: _____
4. “She reached down for Kirsti’s hand, but Kirsti, always stubborn, refused it and put her hands on her hips **defiantly**.”
defiantly: _____
5. “Stand still, Kirsti, Annemarie ordered silently, praying that somehow the **obstinate** five-year-old would receive the message.”
obstinate: _____
6. “She told her mother and Mrs. Rosen of the **incident**, trying to make it sound humorous and unimportant.”
incident: _____
7. “‘No, she didn’t, Mama,’ Annemarie **reassured** her mother. ‘She’s exaggerating, as she always does.’”
reassured: _____
8. “But Annemarie heard Mama and Papa talk . . . about the news . . . of **sabotage** against the Nazis, bombs hidden and exploded in the factories that produced war materials, and industrial railroad lines damaged so that the goods couldn’t be transported.”
sabotage: _____
9. “Kirsti **dawdled** just behind them or scampered ahead, never out of their sight.”
dawdled: _____
10. “Mama used it too, sometimes, for cooking, because electricity was **rationed** now.”
rationed: _____

I. CHAPTERS 1–3

DURING READING

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. How old are Ellen and Annemarie at the beginning of the novel?
 - a. ten
 - b. eleven
 - c. twelve
2. How long have the German soldiers been in Denmark when the girls are stopped on their way home from school?
 - a. two years
 - b. three years
 - c. four years
3. What happens when the girls tell their mothers about being stopped by the soldiers?
 - a. Ellen's mother tells the girls to take a different route to school the next day.
 - b. Annemarie's mother tries to make a little joke about it so that Kirsti won't worry.
 - c. Ellen's mother says that it may be time for her husband to join the Resistance.
4. Where is Amalienborg, the palace where King Christian X lives?
 - a. in the center of Copenhagen
 - b. just outside the gates of the city
 - c. out in the country, where the woods are good for hunting
5. How old was Lise, Annemarie's sister, at the time of her death?
 - a. seventeen
 - b. eighteen
 - c. nineteen
6. Why does Papa say that King Christian allowed the Germans to enter Denmark?
 - a. The king believed Denmark could stay neutral.
 - b. King Christian allowed the Germans in because he wanted to join their side.
 - c. The king was afraid that too many Danish citizens would die if they fought the Germans, because Denmark had such a small army.
7. Which of the following countries does Annemarie say is still free from the Germans?
 - a. Sweden
 - b. Norway
 - c. Holland
8. Why are the winter nights so cold in the Johansens' apartment?
 - a. The rooms are old and drafty.
 - b. Mr. Johansen turns the heat down.
 - c. No fuel is left to heat homes.
9. What does it seem to Annemarie that she and her family have for dinner nightly?
 - a. cabbage
 - b. brown bread
 - c. potatoes
10. Why does Annemarie find it frightening to see Peter at her home late at night?
 - a. Peter reminds her of the night Lise died.
 - b. There is an eight-o'clock curfew.
 - c. Peter may turn her family in to the Nazis.

Check Your Understanding

Short Answer

Write a short answer for each question.

1. Why does Annemarie want to race Ellen to the street corner in the first chapter of the book?
2. What is the girls' neighborhood like, and where in the city is it located?
3. What does Kirsti do when the German soldier strokes her hair?
4. According to Mrs. Johansen, why are the soldiers "edgy" at this time?
5. In Mr. Johansen's story, when the German soldier asked the little boy in the street where the king's bodyguard was, how did the boy respond?
6. How long has it been since Lise's death when the story begins?
7. How has Annemarie seen Sweden, even though she has not been there?
8. How does Annemarie think that her father has changed since Lise's death?
9. Why are the girls unable to buy a button at Mrs. Hirsch's store?
10. What does Peter bring Mr. and Mrs. Johansen and the girls when he comes to the apartment on the night after Mrs. Hirsch's store is closed?

Deepen Your Understanding

... she sped along the street called Osterbrogade, past the small shops and cafés of her neighborhood here in northeast Copenhagen. Laughing, she skirted an elderly lady in black who carried a shopping bag made of string. A young woman pushing a baby in a carriage moved aside to make way. The corner was just ahead.

Annemarie's Copenhagen neighborhood is a place of comfort and safety. It is a familiar, predictable part of the world, where Annemarie and Ellen can run, play, and enjoy life—that is, until the day when they are stopped by German soldiers on the way home from school and life begins to change.

In *Number the Stars*, author Lois Lowry has included special details that help readers to form a picture of Annemarie and Ellen's neighborhood. These carefully chosen details are examples of the author's powers of description. Description helps to make the people and places that we read about believable and real.

Write a paragraph in which you describe your own neighborhood. Try to choose your words with great care so that readers can form a clear picture in their minds about the area where you live. Try to include details that appeal to as many of the senses as possible. For example, what does your neighborhood look like? smell like? sound like? Are there any special landmarks? What kinds of people live there? What makes the area special?

II. CHAPTERS 4–6

BEFORE READING

*Focus Your Reading**Vocabulary Words to Know*

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

glowering—looking angry and sullen;
frowning

exasperated—irritated; fed up with

disdainfully—with scorn; in a way that
looks down on someone else

magnificent—very beautiful and grand

belligerently—in a hostile or warlike
manner

submerged—covered by water

dubiously—doubtfully; in a questioning
way

congregation—group of people who gather
together for worship

imperious—commanding

tentatively—in a shaky or uncertain way

Things to Know

Here is some background information about this section of the book.

Gone With the Wind was first a best-selling novel (published in 1936), then a blockbuster movie (produced in 1939). The story revolves around a feisty American southern belle named Scarlett O'Hara, who survives the burning of her family's plantation during the Civil War and works fiercely to regain the family fortune during Reconstruction.

Tivoli Gardens, located in the center of Copenhagen, was built in 1843 as an amusement park. It contains games, theaters, restaurants, rides, and flower gardens. To this day, the park closes each night with a fireworks display.

The Danes blew up most of their own **naval fleet** on August 29, 1943, so that the Germans could not commandeer the ships for the Nazi war effort.

On the **Jewish New Year** (Rosh Hashanah) of 1943, Nazi soldiers raided Jewish homes all over Copenhagen and other cities and towns in Denmark. Since the Jews had been warned ahead of time to flee, the Nazis found almost no one at home. More than 7,000 Jews, helped by their countrymen, escaped to Sweden. This was 95 percent of Denmark's Jewish population. About 500 Danish Jews were captured before they reached Sweden and were sent to a labor camp in Czechoslovakia.

Klampenborg is a large nature park on the northern edge of Copenhagen, about seven and a half miles from the center of the city.

A **synagogue** is a house of worship of a Jewish congregation.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. How does age affect the different ways in which Kirsti and Annemarie view events?

2. What makes Mr. and Mrs. Johansen begin to talk about Lise?

3. How are Kirsti's youth and innocence both an advantage and a disadvantage for Annemarie and her family?

4. What is really happening to Mr. and Mrs. Rosen?

5. What sacrifices do the adults in this novel make? What sacrifices are the children making?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “The door opened and Kirsti stomped in, her face tear-stained and **glowering**.”
glowering: _____
2. “Mama followed her with an **exasperated** look and set a package down on the table.”
exasperated: _____
3. “She took her new shoes, holding them **disdainfully**, and put them on a chair.”
disdainfully: _____
4. “She remembered the music and the brightly colored lights, the carousel and ice cream and especially the **magnificent** fireworks in the evenings: . . .”
magnificent: _____
5. “Kirsti drew herself up, her small shoulders stiff. ‘I did, too,’ she said **belligerently**.”
belligerently: _____
6. “. . . he looked at the remains of his small navy, which now lay **submerged** and broken in the harbor.”
submerged: _____
7. “‘Mama will tell you a special story tonight,’ her mother said. ‘One just for you.’
‘About a king?’ Kirsti asked **dubiously**.”
dubiously: _____
8. “‘This morning, at the synagogue, the rabbi told his **congregation** that the Nazis have taken the synagogue lists of all the Jews.’”
congregation: _____
9. “Ellen stood on tiptoe again, and made an **imperious** gesture with her arm. ‘I am the Dark Queen,’ she intoned dramatically.”
imperious: _____
10. “Ellen and Annemarie both smiled **tentatively**. For a moment their fear was eased.”
tentatively: _____

II. CHAPTERS 4–6

DURING READING

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. What is the very favorite book of Annemarie's mother?
 - a. *The Little Mermaid*
 - b. *A Tale of Two Cities*
 - c. *Gone With the Wind*
2. Why is Kirsti so upset about her new shoes?
 - a. They are too shiny and new-looking.
 - b. They are made of fish skin.
 - c. The buckles aren't shiny enough.
3. What does Annemarie tell Ellen she remembers best about Tivoli Gardens?
 - a. the fireworks
 - b. the carousel
 - c. the delicious cakes
4. Why do the Rosens send their roasting chicken to the Johansens on the Jewish New Year?
 - a. because the Johansens have much less food than they do
 - b. because they are going away and cannot cook it themselves
 - c. because Mrs. Rosen has decided to cook roast lamb instead
5. What does Ellen's father want her to be when she grows up?
 - a. an actress
 - b. a teacher
 - c. a musician
6. At what time do the soldiers come to the Johansens' looking for the Rosens?
 - a. midnight
 - b. two o'clock in the morning
 - c. four o'clock in the morning
7. Why does Mr. Johansen tear pictures out of the photograph album?
 - a. He doesn't want the officer to see Lise's birthdate written there.
 - b. He rips the pages in anger.
 - c. He is afraid that the officer will make fun of the pictures.
8. On the morning the soldiers come to the Johansens', why does Mr. Johansen tell Ellen she should not go to school?
 - a. He is afraid that the Nazis will be looking for Jewish children at school.
 - b. He is afraid that the girls will get sick.
 - c. He thinks the girls deserve a vacation.
9. Why does Papa call Uncle Henrik so early in the morning?
 - a. Uncle Henrik goes to work around five A.M.
 - b. He does not want the German soldiers to notice the phone call.
 - c. Telephone calls are being rationed.
10. How does the soldier on the train try to trick Mrs. Johansen?
 - a. He asks her if Ellen is her daughter.
 - b. He asks why the children are on vacation.
 - c. He asks if she is visiting her brother for the New Year.

Check Your Understanding

Short Answer

Write a short answer for each question.

1. What is Ellen's special performing talent at school?
2. How does Ellen solve the problem of Kirsti's ugly new shoes?
3. Why does Kirsti think that she remembers the fireworks at Tivoli Gardens even though she has never actually seen them?
4. What happens when the Rosens go to the synagogue on the morning of the Jewish New Year?
5. How does Annemarie tell Ellen that Lise died?
6. What is in the blue trunk in the corner of Annemarie's bedroom?
7. Why does Annemarie break Ellen's necklace?
8. Why does Mr. Johansen show the German officer baby pictures of his daughters instead of photos of the girls at older ages?
9. Why does Annemarie find Papa's telephone conversation with Uncle Henrik so puzzling?
10. Why does Mama say that her childhood dog's name—Trofast—was "the perfect name for him"?

Deepen Your Understanding

She loved Tivoli Gardens, in the heart of Copenhagen; her parents had taken her there, often, when she was a little girl. She remembered the music and the brightly colored lights, the carousel and ice cream and especially the magnificent fireworks in the evenings: the huge colored splashes and bursts of lights in the evening sky.

When Annemarie thinks about Tivoli Gardens, she is remembering a favorite childhood place that she can no longer visit. Tivoli is closed because of the war; the Germans have actually burned part of it down. For Annemarie, Tivoli represents a happier, more innocent time, when people still laughed and were carefree.

In her description of Tivoli Gardens, Lois Lowry has used imagery to convey the sense of beauty and wonder that this place holds for young Annemarie. For example, there are references to music, a carousel, and ice cream. The fireworks are described as “huge colored splashes and bursts of light” in the dark sky. These images paint a clear picture of Tivoli in readers’ minds.

Write a brief essay that tells about a special place you remember from your childhood. Perhaps you have not been there for many years, but you still remember it with great affection. What makes this place magical for you? How did it appeal to you as a child? In your essay, be sure to include images that will help your readers “see” this remembered place, too.

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

ruefully—with regret

specter—ghost

gesturing—moving one's body to point out something

dismay—sudden alarm or disappointment

rhythmically—with smooth, regular, repeated movements

deftly—with skill

hearse—a carriage or car that carries a dead body to a grave

wryly—with dry or grim humor

reluctantly—unwillingly

urgency—a sense that something is important and needs immediate attention

Things to Know

Here is some background information about this section of the book.

Gilleleje is a real town in Denmark located at the northernmost tip of the country's largest island—the same island where Copenhagen is located. Gilleleje is situated near the meeting of the North Sea and the Baltic Sea.

In times of war, it is not uncommon for armies to take food and other supplies from local citizens. This happened in Denmark, where the German army demanded milk, butter, produce, and crop foods.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. What importance does the sea have for the different characters in this novel?
2. How does life in the country compare with life in the city for Annemarie and her family? How do the Germans affect life in both places?
3. In what ways does the trip to Uncle Henrik's cause Annemarie to grow up a little?
4. What does Ellen's gold necklace symbolize? Where might Annemarie have hidden it?
5. How many characters in this story are keeping information from others? Are all of them justified?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “But it wasn’t a joke at all, though Mama laughed **ruefully**.”
ruefully: _____
2. “. . . suddenly the **specter** of guns and grim-faced soldiers seemed nothing more than a ghost story, a joke with which to frighten children in the dark.”
specter: _____
3. “‘*Cream*,’ Annemarie said, **gesturing** to the pitcher with a grin.”
gesturing: _____
4. “Henrik was grinning at her, shaking his head in mock **dismay**.”
dismay: _____
5. “He was kneeling on the straw-covered floor beside the cow, his shoulder pressed against her heavy side, his strong tanned hands **rhythmically** urging her milk into the spotless bucket.”
rhythmically: _____
6. “His strong hands continued, **deftly** pressing like a pulse against the cow.”
deftly: _____
7. “‘It is the **hearse**,’ he said. ‘It is Great-aunt Birte, who never was.’”
hearse: _____
8. “He smiled **wryly**. ‘So, my little friend, it is time for the night of mourning to begin. Are you ready?’”
wryly: _____
9. “Kirsti had gone to bed **reluctantly**, complaining that she wanted to stay up with the others. . . .”
reluctantly: _____
10. “There was no playfulness to his affection tonight, just a sense of **urgency**, of worry.”
urgency: _____

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. What do Annemarie and Ellen find in the meadow on their first day at Uncle Henrik's?
 - a. a newborn calf
 - b. a kitten
 - c. a dog
2. What does Ellen say her mother feels about the ocean?
 - a. She says that her mother loves the ocean and has always wanted to take a cruise.
 - b. She says that her mother is afraid of the ocean.
 - c. She says that her mother has always wanted to live by the seashore.
3. For whom is Uncle Henrik's boat, the *Ingeborg*, named?
 - a. for his fiancée
 - b. for his mother
 - c. for his sister
4. When Ellen asks where her necklace is, how does Annemarie answer?
 - a. She looks upset and won't answer the question.
 - b. She says that her parents have taken it away for safekeeping.
 - c. She says that she has hidden it in a very secret place.
5. What does Kirsti name the kitten?
 - a. Gitte
 - b. Ingeborg
 - c. Thor
6. Why is there usually no butter at Uncle Henrik's place now?
 - a. The Germans take it for their army.
 - b. Blossom, the cow, is not producing enough cream.
 - c. Uncle Henrik sells it to earn money.
7. Why is Annemarie confused when Uncle Henrik says that Great-aunt Birte has died?
 - a. She thought Great-aunt Birte was already dead.
 - b. She has never heard of this aunt before.
 - c. She and her mother have just seen Great-aunt Birte.
8. What does Annemarie say when Uncle Henrik asks her how brave she is?
 - a. "Not very."
 - b. "I am brave when I need to be."
 - c. "I hope that I'm as brave as Mama and Papa."
9. Where is Great-aunt Birte's casket?
 - a. in the downstairs guest bedroom
 - b. in the kitchen
 - c. in the living room
10. Who arrives just as Uncle Henrik is about to go to his boat that night?
 - a. Peter Neilsen and Ellen's parents
 - b. Annemarie's father and Peter Neilsen
 - c. Ellen's parents and Annemarie's father

Check Your Understanding

Short Answer

Write a short answer for each question.

1. What does Uncle Henrik's house look like?
2. What does Mama say she meant to warn the girls about while at Uncle Henrik's? Why?
3. What does Mama like to tease Uncle Henrik about?
4. In what way does Annemarie feel that this visit to the farm is different from previous visits?
5. What treat do the girls get for breakfast on their first morning at Uncle Henrik's? What do they usually have in Copenhagen for breakfast?
6. Why does Annemarie find it odd when Uncle Henrik says, "Tomorrow will be a day for fishing"?
7. Why does Annemarie go out to the barn while Uncle Henrik is milking the cow?
8. What does Uncle Henrik say it is easier to do if you do not "know everything"?
9. When Mama and Annemarie exchange a long look on the night when Great-aunt Birte's casket is in the house, how does it make Annemarie feel?
10. In what ways are the people who come to sit by Great-aunt Birte's casket different from the people who came when Lise died?

Deepen Your Understanding

Redheaded Peter, her sister's fiancé, had not married anyone in the years since Lise's death. He had changed a great deal. Once he had been like a fun-loving older brother to Annemarie and Kirsti, teasing and tickling, always a source of foolishness and pranks. . . . He no longer sang the nonsense songs that had once made Annemarie and Kirsti shriek with laughter. And he never lingered anymore.

In the passage above, Peter Neilsen is described as someone still mourning the death of his fiancée, Annemarie's sister Lise. Peter no longer jokes and sings with the girls as he used to; he no longer stays to chat or pass the time.

Throughout *Number the Stars*, there are references to death and loss. Many of the main characters in the book are dealing with feelings of great sadness about a person, a place, or a thing that was once loved and is now missing from their lives. This sense of loss is one of the novel's themes, or major topics.

Write a one- to two-page essay in which you explore the theme of death and loss in this novel. Be sure to consider the concept of "loss" on as many levels as possible, from the most mundane (such as no longer being able to find coffee in Copenhagen) to the most tragic (such as the death of another human being).

IV. CHAPTERS 10–12

BEFORE READING

*Focus Your Reading**Vocabulary Words to Know*

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

recurring—returning from time to time

staccato—short, sharp, clear sounds

condescending—acting as if one is superior to others; “stooping” to a lower level

extinguished—crushed or put out (as a fire)

distribute—to hand out to a group of people

rummaging—searching in a disorganized way

protruding—sticking out

commotion—sudden, noisy confusion

misshapen—badly shaped; deformed

gnarled—twisted; full of knots

Things to Know

Here is some background information about this section of the book.

Typhus, a serious and highly infectious disease, caused many deaths around the world before a vaccine became widely available after World War II.

Godspeed is an old-fashioned term meaning “God grant you a safe journey.”

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. Who are the people who come to sit by Great-aunt Birte's casket? Where have they all come from?
2. How is Annemarie and Ellen's relationship tested by the events in this story?
3. In how many different ways do the characters in this novel show heroism?
4. Does Annemarie's view of Peter change at all as the story progresses? What about Peter's view of Annemarie? Peter's view of Mr. and Mrs. Johansen?
5. In this novel, how are various people's plans affected by accidents or cases of unlucky timing?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “She heard—as if in a **recurring** nightmare—the pounding on the door, and then the heavy, frighteningly familiar **staccato** of boots on the kitchen floor.”
recurring: _____
staccato: _____
2. “The officer moved forward suddenly, across the room, to the casket. . . . ‘Poor Great-aunt Birte,’ he said, in a **condescending** voice.”
condescending: _____
3. “He relit the **extinguished** candle.”
extinguished: _____
4. “Peter began to lift the things out and **distribute** them to the silent people in the room.”
distribute: _____
5. “After a moment of **rummaging** through the folded things, he found a smaller winter jacket, and handed it to Ellen.”
rummaging: _____
6. “Annemarie could see it **protruding** from Mr. Rosen’s pocket when he returned to the room and sat down again.”
protruding: _____
7. “There was a slight **commotion** outside the door, and Mama went quickly to look out.”
commotion: _____
8. “Annemarie looked at the Rosens, sitting there, wearing the **misshapen**, ill-fitting clothing, holding ragged blankets folded in their arms, their faces drawn and tired.”
misshapen: _____
9. “But Annemarie had often walked to town and back that way, and she remembered the turns, the twisted trees whose **gnarled** roots pushed the earth now and then into knotted clumps, . . .”
gnarled: _____

IV. CHAPTERS 10–12

DURING READING

*Check Your Understanding**Multiple Choice*

Circle the letter of the best answer to each question.

1. Why do the soldiers come to Uncle Henrik's house in the night?
 - a. They learned Uncle Henrik is not giving the Germans all his butter and cream.
 - b. They know that Peter Neilsen is somewhere in the area and want to catch him.
 - c. They have noticed all the people who have gathered at Uncle Henrik's place.
2. As the German officer puts his fist on the casket, what does he order the group to do?
 - a. to open the casket
 - b. to take the casket to the truck
 - c. to leave the house immediately
3. What does the Nazi officer do to Mama when she says she will open the casket?
 - a. He tears open the casket for her.
 - b. He spits on the casket.
 - c. He slaps her across the face.
4. What does Peter do as soon as the soldiers leave Uncle Henrik's house?
 - a. He runs to warn Uncle Henrik.
 - b. He relights the candle and reads from the Bible.
 - c. He tells the group around the coffin to go home and get their warmest clothes.
5. What does Mama find for the baby to wear?
 - a. a warm jacket that belonged to Kirsti
 - b. a soft blanket that Kirsti had wrapped around the kitten
 - c. Kirsti's thick red sweater
6. What does Peter give the baby?
 - a. a few drops of liquid to make her sleep
 - b. an extra blanket to keep her warm
 - c. a little milk from Blossom, the cow
7. What does Peter tell Mr. Rosen about the packet he is to deliver to Uncle Henrik?
 - a. He says it is of great importance for Mr. Rosen to deliver the packet.
 - b. He says the packet contains false passports for the Rosens.
 - c. He says if Mr. Rosen delivers the packet, the Germans will leave.
8. What happens when Peter leads the group of people out of Uncle Henrik's house?
 - a. The old man stumbles and falls.
 - b. They are caught in the beam of the headlights of the German truck.
 - c. Ellen asks Annemarie, "What about my necklace?"
9. What does Ellen whisper to Annemarie as she hugs her good-bye?
 - a. She wants Annemarie to keep the gold necklace.
 - b. She promises to come back someday.
 - c. She asks Annemarie to tell everybody at school what has happened.
10. What time is it when Annemarie finally finds her mother on the ground outside?
 - a. nearly one o'clock in the morning
 - b. about two-thirty in the morning
 - c. just after four o'clock in the morning

Check Your Understanding

Short Answer

Write a short answer for each question.

1. On the night when Ellen is reunited with her parents, why does Annemarie feel sad as she looks at her friend?
2. What does Annemarie hear as if it is a nightmare that keeps coming back?
3. When the German officer wants to open the coffin, how does Mrs. Johansen save the situation?
4. Why does Annemarie find it hard to believe the words of the psalm that Peter reads?
5. Why did Kirsti love her red sweater when she was younger?
6. What does Mrs. Johansen give to each person who is leaving Uncle Henrik's house that night?
7. What is unusual about the way in which Peter says good-bye to Mrs. Johansen when he leaves Uncle Henrik's?
8. What does Annemarie realize when she thinks about all of the things the Rosens have lost that used to make them proud?
9. What does Mrs. Johansen warn the Rosens to be careful about as she leads them out into the night?
10. Even though she is worried when Mama has not returned home, why does Annemarie smile when she looks into Uncle Henrik's room?

Deepen Your Understanding

Uncle Henrik and Annemarie have discussed what it means to be brave. When Annemarie must answer the frightening soldier during the “night of mourning,” Annemarie learns what it feels like to be brave.

Write about a time in your life when you needed to be brave. What particular situation demanded all of your courage? Were you frightened? Were you able to rise above your fears and act bravely? Were you proud of the way in which you handled the matter?

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

faltered—stumbled; hesitated

stricken—filled with sorrow and shock

latticed—having a crisscross pattern

brusque—abrupt and matter-of-fact; blunt

prolong—to extend; to lengthen

tantalize—to tease and tempt someone

withering—cutting; stunning into
speechlessness

insolently—in a rude, insulting manner

caustic—harsh; biting

strident—loud; harsh; grating

Things to Know

Here is some background information about this section of the book.

Herring, a very popular food in Scandinavia, are abundant in the cold waters that nearly surround Denmark. Although the nation has few natural land resources, its fish—herring, cod, whiting, sprat, and other species—are a valuable commodity and a major industry.

The **evacuation** of Denmark's Jewish population took about one month to complete. The only case on record of a Danish citizen betraying a Danish Jew happened near Gilleleje. A woman who was paid by the Nazis for information exposed some Jewish people who were hiding in a church steeple. Resistance fighters killed this informer the next day.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. How many examples are there of Mrs. Johansen's positive attitude and good sense of humor?
How do they affect Annemarie? How do they affect other characters in the book?
2. Why does the author introduce the tale of Little Red Riding-Hood at this point in the story?
What parallels are there between Little Red Riding-Hood's situation and Annemarie's?
3. How is Annemarie able to learn from Kirsti now?
4. In what ways does the author build suspense in this section of the novel?
5. How do the German soldiers' dogs compare with the description of Mrs. Johansen's old dog, Trofast? What do the different dogs symbolize?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “Her foot caught the loose step and she **faltered** for a moment, righting herself, then dashed across the ground to the place where her mother lay.”
faltered: _____
2. “Her mother didn’t answer. Her face was **stricken**.”
stricken: _____
3. “Now there were only the dark woods ahead; underfoot, the path, **latticed** with thick roots hidden under the fallen leaves, was invisible.”
latticed: _____
4. “The local doctor was an old man, **brusque** and businesslike, though with kind eyes.”
brusque: _____
5. “Annemarie always tried to **prolong** this part, to build up the suspense and **tantalize** her sister.”
prolong: _____
tantalize: _____
6. “‘No meat?’ he asked. . . . Annemarie gave him a **withering** look. ‘You know we have no meat,’ she said **insolently**. ‘Your army eats all of Denmark’s meat.’”
withering: _____
insolently: _____
7. “He gestured with the folded white cloth and gave a short, **caustic** laugh.”
caustic: _____
8. “. . . the morning sky was now bright with early sun and some of the boat engines were starting their **strident** din.”
strident: _____

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. How does Mrs. Johansen get hurt on the way home from Uncle Henrik's boat?
 - a. She trips on a tree root.
 - b. She trips on a loose step.
 - c. She falls while running away from the Nazi officer's dog.
2. Why does Mrs. Johansen ask Annemarie to help her wash her hurt ankle?
 - a. She doesn't want the ankle to get sore.
 - b. She doesn't want the doctor to know that she has been outside that night.
 - c. She doesn't want the doctor to think that she is an untidy person.
3. Why is the packet that Peter gave Mr. Rosen on the ground outside Uncle Henrik's house?
 - a. It fell out of Mr. Rosen's pocket.
 - b. Mr. Rosen threw it down.
 - c. The packet was blown away.
4. Who does Annemarie's mother tell her to act like if she is stopped by soldiers?
 - a. a student who believes in the German war effort
 - b. a little girl taking lunch to her uncle
 - c. a worried child who is lost in the woods
5. At the first fork of the path, why does Annemarie take the right-hand turn?
 - a. She wants to avoid being seen.
 - b. She is trying to hurry.
 - c. The Germans have put up a blockade at the end of the left-hand path.
6. At the second fork in the path, why does Annemarie take another right-hand turn?
 - a. This path leads to the harbor, where Uncle Henrik keeps his boat.
 - b. This path leads to the village.
 - c. This path goes by school.
7. How many soldiers does Annemarie see at the end of the path?
 - a. two
 - b. three
 - c. four
8. What does Annemarie do when the soldier asks why her uncle can't just eat the fish he catches from his boat?
 - a. She giggles and says that her uncle is an unmarried man who can't cook fish.
 - b. She says her uncle doesn't like fish.
 - c. She tells him the Germans take the fish away from her uncle.
9. What does the soldier do with the bread in Annemarie's basket?
 - a. He rips it apart to look inside the loaf.
 - b. He gives it to three soldiers to examine.
 - c. He drops the pieces on the ground.
10. What happens to the packet with the white handkerchief inside?
 - a. The German dogs tear it apart.
 - b. Annemarie picks it up off the ground.
 - c. The soldiers decide to take it with them.

Check Your Understanding

Short Answer

Write a short answer for each question.

1. When Annemarie finds her mother on the ground outside, what does Mrs. Johansen tell her about the Rosens?
2. How has Mrs. Johansen returned home from where she fell?
3. What does Mrs. Johansen plan to tell the doctor about how she hurt herself?
4. What is Annemarie wearing when she leaves the house to run to her uncle's boat?
5. What story comes to Annemarie's mind as she runs along the path toward the boat?
6. Why does Annemarie avoid taking the first left-hand turn in the path?
7. What can Annemarie smell in the air as she takes the last part of the path through the woods?
8. What are some of the questions the German soldier asks Annemarie?
9. Why does the soldier make a "face of disgust" as he looks through the basket?
10. What does Uncle Henrik say when Annemarie tells him that the soldiers have taken his bread?

Deepen Your Understanding

Ellen made a face. “No,” she said, laughing. “You know I can’t beat you—my legs aren’t as long. Can’t we just walk, like civilized people?” She was a stocky ten-year-old, unlike lanky Annemarie. . . .

Annemarie’s silvery blond hair flew behind her, and Ellen’s dark pigtails bounced against her shoulders.

In the opening chapter of *Number the Stars*, Lois Lowry establishes the differences, or contrasts, between Annemarie and her best friend, Ellen. Annemarie has long legs and blond hair; Ellen has shorter legs and dark hair. Annemarie loves to run in races; Ellen prefers to walk in a “civilized” manner. Later in the chapter, however, readers learn that there are also similarities, or points of comparison, between the girls. For example, both are good students (although Annemarie claims that Ellen is better). When an author compares and contrasts two people (or two things) in this way, it can create a dramatic tension that makes a story more interesting.

Write an analysis of two people or two things in this novel that are compared and/or contrasted by the author. Choose any two that you find interesting (some suggestions are listed below). In your analysis, be sure to explain both *how* the two items are compared and/or contrasted and *why* you think the author chose to include them in the novel.

Ellen/Annemarie

Annemarie/Kirsti

the Johansen family/the Rosen family

Copenhagen/Gilleleje

life before the war/life during the war

Trofast, Mama’s old dog/the two German guard dogs

VI. CHAPTER 16—AFTERWORD

BEFORE READING

*Focus Your Reading**Vocabulary Words to Know*

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

warily—in a cautious manner

concealed—hidden

devastating—leading to ruin; overwhelming

deprivation—loss; removal or withholding
of something

integrity—honesty; moral firmness

compassion—sympathy for the pain of
others

permeated—spread throughout an entire
area; saturated

device—a special invention or piece of
equipment

orchestrated—carefully arranged

idealistic—believing that people should
work to perfect themselves and make
the world better

Things to Know

Here is some background information about this section of the book.

Sweden, like Denmark, chose to remain officially neutral during World War II. As one of Germany's largest trading partners, however, Sweden was never invaded by Nazi troops. During the war, it continued to export iron ore and ball bearings—badly needed for weapons and tanks—to Germany.

Freedom came to Denmark when the war officially ended on May 8, 1945. This is known as V-E (Victory in Europe) Day. Field Marshal Montgomery, one of the Allied commanders, said that Denmark had done a great deal to help defeat the Germans. He said that the Danish Resistance, in particular, “was worth ten [army] divisions.”

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. How does Uncle Henrik help Annemarie understand the true meaning of bravery?
2. Why does it take so long for Annemarie to discover what Peter has really been doing?
3. In what ways does Annemarie's family provide her with strength and comfort? In what ways does her family provide strength and comfort to others, too?
4. What does Lise's yellow dress symbolize?
5. How have Annemarie and the other members of her family changed over the course of this novel?

VI. CHAPTER 16—AFTERWORD

DURING READING

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “But the noise from Blossom, forgotten, unmilked, uncomfortable, in the barn, had sent Annemarie **warily** out with the milking bucket.”
warily: _____
2. ““The hiding places are carefully **concealed**, and often we pile dead fish on the deck as well.””
concealed: _____
3. “But Annemarie forced herself to think of her redheaded almost-brother, and how **devastating** the day was when they received the news that Peter had been captured . . .”
devastating: _____
4. “I had always been fascinated and moved by Annelise’s descriptions of the . . . personal **deprivation** that her family and their neighbors suffered during those years, . . .”
deprivation: _____
5. “. . . she drew for me [a picture] of the courage and **integrity** of the Danish people under the leadership of the king they loved so much, Christian X.”
integrity: _____
6. “. . . I hope that even today, so many years later, there are flowers on his grave, because he was a man of **compassion** and courage.”
compassion: _____
7. “Almost every boat captain used such a **permeated** handkerchief, and many lives were saved by the **device**.”
permeated: _____
device: _____
8. “The secret operations that saved the Jews were **orchestrated** by the Danish Resistance, which, like all Resistance movements, was composed mainly of the very young and very brave.”
orchestrated: _____
9. “Peter Neilsen, though he is fictional, represents those courageous and **idealistic** young people, so many of whom died at the hands of the enemy.”
idealistic: _____

VI. CHAPTER 16—AFTERWORD

DURING READING

*Check Your Understanding**Multiple Choice*

Circle the letter of the best answer to each question.

1. What does Annemarie find when she returns from the boat to the house?
 - a. Peter's packet of important papers
 - b. a note from Mama saying that she has gone to the hospital
 - c. a message for her to milk the cow
2. Why does Uncle Henrik say he wants Annemarie to come with him to the barn?
 - a. He wants to give her a milking lesson.
 - b. He wants her to get the kitten out of the barn.
 - c. He has a surprise for her mother.
3. Where has Uncle Henrik hidden the Rosens on the way to Sweden?
 - a. in the fish containers on his boat
 - b. under a pile of clothes in the little cabin
 - c. under some floorboards in his boat
4. What does Annemarie learn about Peter from Uncle Henrik?
 - a. that Peter is in the Resistance
 - b. that Peter publishes a secret newspaper
 - c. that Peter caused her sister's death
5. What does Uncle Henrik say just happened yesterday on two of the fishing boats?
 - a. The boat captains used handkerchiefs to trick the dogs, and it worked.
 - b. German soldiers blew up the boats because they suspected they were carrying Jews to Sweden.
 - c. German dogs sniffed out where some Jewish people were hiding.
6. What happened to Mrs. Rosen on the boat journey to Sweden?
 - a. She got seasick.
 - b. She cried all the way across the ocean.
 - c. She helped Uncle Henrik with the fishing nets.
7. How old is Annemarie when the war ends?
 - a. eleven
 - b. twelve
 - c. thirteen
8. What has Mrs. Johansen done for the Rosens while they have been away?
 - a. She has sent them many long letters telling them all the news.
 - b. She has kept their money safely hidden in the blue trunk.
 - c. She has dusted their apartment and watered their plants.
9. What has happened to Peter?
 - a. He has become a famous writer.
 - b. He has been killed by the Nazis.
 - c. He has moved to Sweden.
10. What does Annemarie learn about Lise from her parents?
 - a. that Lise escaped to Sweden
 - b. that Lise saved Peter's life
 - c. that Lise was a member of the Resistance

Check Your Understanding

Short Answer

Write a short answer for each question.

1. What does Kirsti say that Ellen was going to make for her?
2. What does Kirsti say that she is going to be when she grows up?
3. What does Uncle Henrik tell Annemarie that bravery really means?
4. What does Henrik say Ellen heard while she was hidden in his boat?
5. Why are the handkerchiefs so important for each of the boat captains to have?
6. How does Uncle Henrik know that the Rosens are safe in Sweden?
7. How many years have passed between the Rosens' escape and the end of the war?
8. What does Kirsti look like at the end of the war?
9. Where does Peter ask to be buried? Is this where he ends up being buried?
10. How did Lise's yellow dress serve a purpose even after she died?

VI. CHAPTER 16—AFTERWORD

AFTER READING

Deepen Your Understanding

Kirsti sighed as Annemarie went to the breadbox in the kitchen. “I wish I could have a cupcake,” she said. “A big yellow cupcake, with pink frosting.”

Her mother laughed. “For a little girl, you have a long memory,” she told Kirsti. “There hasn’t been any butter, or sugar for cupcakes, for a long time. A year, at least.”

“When will there be cupcakes again?”

“When the war ends,” Mrs. Johansen said. . . . “When the soldiers leave.”

At the end of the first chapter of *Number the Stars*, Kirsti wishes for a cupcake with pink frosting. This same image is referred to again in the third chapter, when Ellen sarcastically suggests that the Hirsches have all gone on vacation “with a big basket of pink-frosted cupcakes.” The cupcakes do not just represent a delicious snack that is impossible to find during the war. They also seem to represent a happier, “sweeter” life in the days before Denmark was invaded. The cupcakes are a symbol for something greater than their literal meaning.

Think about the symbolism behind another item in this novel. (Some suggestions are listed below.) Explain how this particular thing may represent something more important, and more universal, than just itself. Provide examples from the text to back up your ideas.

the sea

Lise’s yellow dress

Ellen’s necklace

the kitten

End-of-Book Test

Circle the letter of the best answer to each question.

1. Why is it odd that Mrs. Rosen and Mrs. Johansen call their afternoon get-togethers “having coffee”?
 - a. because they really prefer to drink strong English tea
 - b. because they usually choose to drink hot chocolate instead
 - c. because there is no coffee left in Copenhagen
2. Before his injury, what did the King of Denmark do each morning?
 - a. He went to greet the fishermen and dock workers.
 - b. He rode his horse along the streets to greet the people.
 - c. He opened up his gardens for people to walk and play in.
3. How does Annemarie know that the sign on Mrs. Hirsch’s shop is written in German?
 - a. She is fluent in German.
 - b. She can tell by the swastika on the sign.
 - c. Ellen can read German.
4. When the girls find Mrs. Hirsch’s shop closed, why does Annemarie go to sleep feeling glad to be “an ordinary person”?
 - a. because ordinary people are not the ones whose shops are being closed
 - b. because ordinary people are still getting enough butter, sugar, and other foods
 - c. because she thinks that ordinary people do not need to be really brave
5. On the Jewish New Year, why do Mr. and Mrs. Rosen suddenly go away?
 - a. They are leaving town so that they cannot be arrested by the Nazis.
 - b. They have been called away.
 - c. Mr. Rosen has been offered a much better teaching job in another city.
6. What does the German officer do with the baby photo of Lise?
 - a. He asks to see a picture of Lise at an older age.
 - b. He puts it in his pocket, saying that he will need to study it more carefully.
 - c. He rips it in half, drops the pieces on the floor, and then steps on them.
7. Where does Mrs. Johansen tell the soldier on the train she is going with the girls?
 - a. Kronborg
 - b. Gilleleje
 - c. Klampenborg
8. What does Annemarie say about the brown leaf that she picks up at the sea?
 - a. The leaf is a sign winter is coming.
 - b. It might have drifted over from Sweden.
 - c. She tells Ellen to keep the leaf as a bookmark.

(continued)

End-of-Book Test (continued)

9. Why does it turn out to be helpful that the girls have picked wildflowers at Uncle Henrik's house and put them all around the house?
 - a. because if any German soldiers come into the house, they will think that the flowers were picked for Great-aunt Birte's funeral
 - b. because Uncle Henrik never does anything to make the house look nice, and he appreciates the flowers very much
 - c. because Uncle Henrik says that when the flowers get old and he takes them out of the house, he can feed them to the cow
10. Why does Annemarie decide not to tell Ellen that there really is no Great-aunt Birte?
 - a. She thinks that Ellen will resent Uncle Henrik for telling such a big lie about his "aunt."
 - b. She understands that it is safer for Ellen not to know too much.
 - c. She is afraid that Ellen will contact the Germans and alert them that Uncle Henrik is up to something.
11. In what tone of voice does the Nazi officer say "Poor Great-aunt Birte" as he puts his hand on the coffin?
 - a. humorous
 - b. sympathetic
 - c. condescending
12. What does Peter give Ellen to wear on the night she and her parents leave Uncle Henrik's house?
 - a. a thick woolen sweater that is too big for her
 - b. a small winter jacket that is worn and patched
 - c. a warm winter overcoat that is worn at the elbows
13. How long does Peter tell Mrs. Johansen to wait before she follows him to Uncle Henrik's boat with the Rosens?
 - a. ten minutes
 - b. fifteen minutes
 - c. twenty minutes
14. How long does Annemarie think it will take for Mama and the Rosens to get to Uncle Henrik's boat in the dark?
 - a. about half an hour
 - b. about forty-five minutes
 - c. about an hour
15. How does Mrs. Johansen react when Annemarie finds the packet that Mr. Rosen was carrying in the grass?
 - a. She gasps and says, "Oh, my God."
 - b. She sighs and tells Annemarie that it really doesn't matter anymore.
 - c. She looks angry and says, "How clumsy of Mr. Rosen!"
16. How many times before has Annemarie taken the path through the woods at night?
 - a. several times, but always with an adult
 - b. only once
 - c. never before

End-of-Book Test (continued)

17. What does Annemarie say to the soldier who asks if there is any meat in her basket?
 - a. She says that her little sister has eaten it all at dinner.
 - b. She says that the German army eats all of Denmark's meat.
 - c. She says that Uncle Henrik doesn't like meat for his lunch.
18. What has Annemarie had to do for the first time while Mama is at the hospital and Uncle Henrik is out at sea?
 - a. milk Blossom, the cow
 - b. cook dinner for the whole family
 - c. clean Uncle Henrik's house
19. Where is Peter Neilsen when he writes his last letter to the Johansens?
 - a. in the hospital
 - b. in Sweden
 - c. in prison
20. When the war ends, what does Annemarie say she will do with Ellen's necklace until Ellen returns to Denmark?
 - a. She will wear it herself.
 - b. She will put it back into the blue trunk to keep it safe.
 - c. She will put it in a drawer in Ellen's apartment.

Answer Key

I. CHAPTERS 1–3

Build Your Vocabulary

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definitions based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. a | 6. c |
| 2. b | 7. a |
| 3. a | 8. c |
| 4. a | 9. c |
| 5. b | 10. b |

Check Your Understanding: Short Answer

1. Annemarie wants to practice running because there is going to be an athletic meet on Friday.
2. There are small shops and cafés in the neighborhood as well as apartments; it is a residential area in northeast Copenhagen.
3. She pushes his hand away and says, "Don't."
4. They are edgy because Resistance fighters have been blowing up factories and railroad tracks and committing other acts of sabotage.
5. He said that all of Denmark is the king's bodyguard.
6. It has been three years since Lise died.
7. From her uncle's house north of Copenhagen, Annemarie has seen Sweden across the part of the North Sea called the Kattegat.
8. Papa seems much older and very tired; he seems "defeated."
9. They cannot buy a button because Mrs. Hirsch's store has been closed by the Germans.
10. He brings two bottles of beer for Mr. and Mrs. Johansen and a seashell for each of the girls.

Deepen Your Understanding

Paragraphs will vary.

II. CHAPTERS 4–6

Build Your Vocabulary

Wording and definitions may vary. Students may

remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definitions based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. c | 6. c |
| 2. b | 7. a |
| 3. a | 8. a |
| 4. b | 9. a |
| 5. b | 10. c |

Check Your Understanding: Short Answer

1. Ellen is a good actress; she often has the leading role in school plays.
2. She offers to have her father paint the shoes black and shiny with his ink.
3. On Kirsti's fifth birthday, there were huge explosions and fires when the Danes destroyed their naval fleet. Mama told Kirsti that the explosions were fireworks in her honor.
4. The rabbi tells his congregation that the Nazis have taken the synagogue lists containing the names and addresses of all Jews. It is rumored that the soldiers will be arresting the Jews and taking them away, perhaps even that night.
5. She says that Lise was accidentally hit by a car on a rainy night.
6. Many of Lise's things, including her wedding dress, are in the trunk.
7. She has to help Ellen get the necklace off before the soldiers see it; it is a Star of David, which will signal to the soldiers that Ellen is Jewish.
8. He knows that if he shows pictures of his daughters at older ages, Lise's hair will be blond. Then the officer will know that Ellen, who has dark hair, is not Lise.
9. Annemarie finds it odd that Papa is talking to Uncle Henrik about all of the cigarettes to be found in Copenhagen, when there are no cigarettes in the stores.
10. *Trofast* means "faithful," and her dog was just that. He waited for her at the end of the path every afternoon, his tail wagging.

Deepen Your Understanding

Essays will vary.

III. CHAPTERS 7–9**Build Your Vocabulary**

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definitions based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. b | 6. a |
| 2. b | 7. b |
| 3. c | 8. a |
| 4. c | 9. c |
| 5. c | 10. a |

Check Your Understanding: Short Answer

1. It is a little farmhouse with a red roof; it is very old, with a crooked chimney and crooked windows.
2. She says that the girls must stay away from people while they are in the country, because it will be hard and possibly dangerous to explain who Ellen is.
3. She likes to tease him about marrying a woman who can keep his house neater.
4. On this visit to the farm, there is no laughter.
5. They have oatmeal with real cream. In Copenhagen, they have bread and tea every morning.
6. She finds it odd because Danish fishermen go out no matter what the weather is; every day is a "day for fishing."
7. She wants to find out why Uncle Henrik and her mother have lied about Great-aunt Birte.
8. He says it is easier to be brave if you know only what you need to know.
9. She feels as if, with that look, she and her mother have become "equals."
10. These people are not friends; they do not bring food; they do not talk softly with the family about the dead relative.

Deepen Your Understanding

Students' essays will vary, but they should mention at least some of the following losses that are covered in the book:

- *Loss/removal of people:* death of Lise, disappearance of Mrs. Hirsch, disappearance of Ellen's parents, the threat of "relocation" of all Jews, the fictional loss of "Great-aunt Birte"
- *Loss/removal of places:* Tivoli Gardens no longer open, school no longer available to Ellen, the closing of Jewish shops
- *Loss/removal of items:* lack of coffee and tea, sugar and dairy products, meat and other foods, shoes and cigarettes; rationing of utilities; the removal of Ellen's necklace
- *Loss/removal of personal and human rights:* Jews' inability to work, Ellen's inability to attend school, the girls' inability to move freely about the neighborhood, the Nazis' taking of the synagogue lists for their "relocation" effort—hence, the loss of freedom to worship, the Nazis' plan to remove Jewish citizens from their homes, the Johansens' loss of privacy when the soldiers arrive in the middle of the night, the loss of laughter and innocence.

IV. CHAPTERS 10–12**Build Your Vocabulary**

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definitions based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. c | 6. a |
| 2. a | 7. a |
| 3. c | 8. a |
| 4. b | 9. b |
| 5. c | 10. c |

Check Your Understanding: Short Answer

1. Annemarie feels as if Ellen has moved into a "different world." She knows that Ellen and her parents will be leaving Denmark and heading into a new, unfamiliar life.
2. She hears pounding on the door and heavy, sharp footsteps on the floor.

3. She says that Great-aunt Birte has died of typhus, and that the doctor has said the germs could still be spread. This scares the officer enough to keep the coffin closed.
4. Annemarie feels as if there are too many stars in the sky to number; she feels as if the sky is too big and cold and that the world is, too.
5. She loved the sweater because of its heart-shaped buttons.
6. She gives everyone a small packet of food containing bread, cheese, and apples.
7. Peter calls Mrs. Johansen "Inge" for the first time. He has become an adult.
8. She realizes that the Rosens are still proud as they face the unknown; she sees that some sources of pride come from the inside and cannot be stolen.
9. She warns them to try not to stumble on the tree roots and to feel carefully with their feet. She also tells them to be very quiet.
10. She smiles because Uncle Henrik's bedroom is untidy; his clothes are crumpled in a chair and a muddy pair of shoes is on the floor.
3. She plans to say that she fell on the stairs.
4. She is wearing only a cotton dress and a light sweater.
5. She thinks of the story of Little Red Riding-Hood.
6. The left-hand turn would take her to the road, which would be easier to travel on but also a likely place for her to be spotted and questioned.
7. She can smell herring; its scent is always in the air near the harbor.
8. The soldier asks all of the following: He asks (1) what she is doing there; (2) if she is alone; (3) why her uncle can't just eat fish for lunch; (4) if she has seen anyone in the woods; (5) if there is any meat in the basket; (6) what is in the bottom of the basket; (7) why the white handkerchief was hidden.
9. He is disgusted by the brown spots on the apple.
10. He says that he hopes the soldiers choke on the bread.

Deepen Your Understanding

Responses will vary.

V. CHAPTERS 13–15

Build Your Vocabulary

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definitions based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. a | 6. a |
| 2. b | 7. c |
| 3. a | 8. b |
| 4. b | 9. c |
| 5. a | 10. b |

Check Your Understanding: Short Answer

1. Mrs. Johansen says that the Rosens have made it safely onto Uncle Henrik's boat.
2. She has crawled every inch of the way back to the house from where she fell (about halfway home from the harbor).

Deepen Your Understanding

Essays will vary.

VI. CHAPTER 16—AFTERWORD

Build Your Vocabulary

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definitions based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. b | 6. a |
| 2. a | 7. b |
| 3. c | 8. c |
| 4. a | 9. b |
| 5. c | 10. c |

Check Your Understanding: Short Answer

1. Ellen has said that she would make a dress for Kirsti's doll.
2. She plans to be a nurse.
3. He says that bravery means not thinking about the dangers but focusing on what has to be done; he says that being frightened does not mean that one isn't brave.

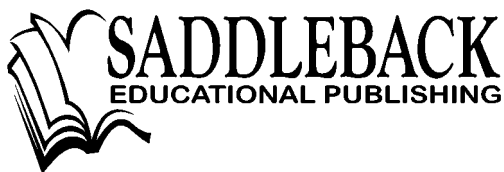
4. Ellen heard Annemarie come to the boat, and she heard the German soldiers when they came to search it.
5. The handkerchiefs are treated with a special drug that first attracts the dogs, then kills their sense of smell. Afterward, the dogs cannot smell people hidden in the boats.
6. He has seen the Rosens go ashore, and he has seen the people waiting to take them somewhere safe. He also knows that the Nazis will never invade Sweden.
7. Two years have passed.
8. She looks taller, more serious, and very thin. She looks like Lise when she was seven.
9. He asks to be buried next to Lise, but the Nazis will not return his body. Peter is buried in an unmarked grave in Ryvangen, where he was killed.
10. Annemarie has hidden Ellen's gold necklace in the pocket of Lise's yellow dress.

Deepen Your Understanding

Essays will vary.

END-OF-BOOK TEST

- | | |
|-------|-------|
| 1. c | 11. c |
| 2. b | 12. b |
| 3. b | 13. c |
| 4. c | 14. a |
| 5. a | 15. a |
| 6. c | 16. c |
| 7. b | 17. b |
| 8. b | 18. a |
| 9. a | 19. c |
| 10. b | 20. a |



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